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ABSTRACT

This report presents descriptions of the products resulting from a project designed to identify, synthesize, and interpret research and exemplary practices for preparing educators in preservice, graduate, and inservice programs to practice educational equity. The following four products were produced: (1) an annotated bibliography of resources for preparing educators to provide educational equity; (2) a collection of nine papers that examine different aspects of educational equity; (3) case studies of 13 teacher education programs; and (4) guidelines toward implementation of multicultural teacher education. A copy of "Standards for Accreditation of Teacher Education" produced by the National Council for Accreditation of Teacher Education (NCATE) is appended. (JD)

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FINAL TECHNICAL REPORT

Knowledge Interpretation Program: Training Educators To Provide Educational Equity

to the

National Institute of Education

for
Knowledge Interpretation Program: Educational Equity
NIE-R-78-0015

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

By
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One Dupont Circle, Suite 610
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July 15, 1979

SP 015083

The first phase of AACTE's project, Knowledge Interpretation Program: Training Educators to Provide Educational Equity, was initiated on October 1, 1978 and completed on June 30, 1979. The majority of staff time during that nine month period focused on the identification, synthesis, and interpretation of research and exemplary practices for preparing educators in preservice, graduate, and inservice programs to practice educational equity. These activities resulted in the development of four documents that will be described in other sections of this report.

This project has operated under the auspices of AACTE's Commission on Multicultural Education and a National Advisory Panel. The project director and principal investigator have been assisted by a program assistant, secretary, and five abstractors during the last nine months.

This technical report is divided into three sections. The first will describe the accomplishments of Phase I based on the four objectives for the project as outlined in the original proposal to NIE. The four products produced during this phase will be described in the second section, and the Advisory Committee will be described in the final section.

ACCOMPLISHMENTS DURING PHASE I

This project was designed to meet four objectives as outlined in the proposal to NIE in June, 1978 as follows:

1. Identify, synthesize, and interpret the current knowledge on the provision of educational equity for all students through preservice, graduate, and inservice education programs for professional school pesonnel.

2. Identify exemplary practices in preservice, graduate, and/or inservice education programs which have the potential for improving or facilitating the training of professional education personnel so that they can more adequately perform in the classroom and schools educational practices which lead to equal educational opportunities for all students.

3. Translate the current knowledge base and exemplary practices into a product(s) that can be utilized by teacher educators in the development and implementation of curricula and other practices that

will better prepare and assist educators in the provision of educational equity in their classrooms and schools.

4. Broadly disseminate the results of this project to the teacher education community, school district, organizations, and other persons, agencies, and organizations involved in the training or retraining of educators through publications and presentations.

This section of the report will describe the accomplishments of Phase I for each of these four objectives.

Identify, synthesize, and interpret the current knowledge on the provision of educational equity for all students through preservice, graduate, and inservice education programs for professional school personnel.

AACTE has been collecting documents related to educational equity for four years through its Ethnic Heritge Center for Teacher Education. About 200 additional documents have been added to this collection during the past nine months so that the Center now includes approximately 2,500 documents. These documents in the past primarily addressed the equity issues related to ethnicity, race, religious, and language differences including socioeconomic differences. During the first phase of this project, an attempt was made to expand the collections' holdings on other equity issues, especially sex and age concerns. We were able to add a number of cuments related to sex equity, but few documents related to inequities because of age were added to the collection. The 200 documents collected during this period were solicited from publishers and organizations known to produce these materials; some documents were unsolicited from researchers and other writers in teacher education institutions. The collection includes pertinent journal articles, research reports, books, films, filmstrips, and unpublished papers.

Several part-time abstractors were hired to abstract the documents that had been collected by the Center. Eight hundred documents have now been abstracted. In addition to writing abstracts for these documents, the abstractors assigned descriptors to each document based on a thesaurus developed by the Center. (This thesaurus includes terms used by the ERIC system plus others specifically related to aspects of multicultural education.) These abstracts have been added to the Center's retrieval system making the collection much more useable than in the past.

The Annotated Bibliography of Resources for Preparing Educators to Provide Educational Equity was compiled from these abstracts using a classification system developed earlier by the Center. This system classifies documents as follows:

1. Concept Materials: general conceptual discussion of multicultural education, educational equity, and ethnic studies; includes surveys, research and program reports, as well as general conceptual papers.

2. Curriculum Materials: designed to be used by a teacher for the instruction of student.

3. Classroom Materials: specifically designed for use by students in a classroom situation.

4. Program Materials: describe programs and courses related to educational equity.

5. Reference Materials: include bibliographies, directories, evaluation instruments and studies, and miscellaneous materials related to educational equity, multicultural education, and ethnic studies.

Only materials appropriate to teacher education were chosen for inclusion in this bibliography although the collection includes materials appropriate for elementary and secondary programs. This document will be described in greater detail in the next section of the paper.

In addition to identifying the current knowledge base through the mechanisms of the Ethnic Heritage Center, several writers were identified to prepare papers that synthesized and interpreted this knowledge base. These writers were chosen from 103 proposals for papers received at the AACTE office.

During the first month of the project, a "News Release" announcing the project was mailed to approximately 6,000 teacher educators, State Education Agencies, teachers and administrators, professional and ethnic organizations, and individuals who have indicated an interest in this area. This "News Release" also included a "Call for Papers" in order to involve more individuals and institutions in this project and to identify new ideas related to educational equity. (A copy of the "News Release" is included in the Appendices.) In response this "Call for Papers," 103 proposals were received.

The major task of the Advisory Panel at their November meeting was to select writers to prepare papers for one of the documents to be prepared during Phase I of the project. From the proposals, the Panel unanimously selected four for inclusion in the proposed document; eight others were seleted as candidates for inclusion. Although the project staff had earlier proposed that five papers be included in this document, this number was adjusted to ten following the Advisory Panel meeting. The proposals selected by the Panel were again reviewed and ten were selected because of the perceived importance of the topic for to an audience of teacher educators. Six of the writers were chosen to also serve as consultants for the development of the other three products to be produced during this period as well as the completion of their own papers. These six authors included the following persons:

1. Ricardo L. Garcia of the University of Utah;

2. Sylvester Kohut, Jr. of Tennessee Technological University;

3. H. Prentice Baptiste, Jr. of the University of Houston and Mira L. Baptiste of the Houston Independent School District;

4. Susanna A. Hayes of Western Washington University;

5. George P. Banks of the Northwest Regional Educational Laboratory and Patricia L. Benavidez of the Washington Education Association; and

6. Carl A. Grant, Ruth Sabol, and Christie Sleeter of the University of Wisconsin at Madison.

The other four writers were to prepare their papers for possible publication but were not serve simultaneously as project consultants. These four writers were:

1. Edna Mitchell and Marilyn Watson of Mills College;

2. Norma L. Spencer of the University of Akron and Shirla McClain of Kent State University;

3. A. L. Fanta and Marion Pruitt-Malone of the University of Michigan, and

4. Miguel Ruiz of the Michigan Department of Education.

The writers/consultants met with the project staff twice to provide direction in further conceptualization and development of the four proposed products. The first meeting was held on January 28-29, 1979, to examine more closely the ten selected proposals and design a general format for the preparation of all ten papers to be included in this document. At the same time they reviewed the plans and progress for the other three documents. (The agenda for this meeting is included in the Appendices.)

The writer/consultants met a second time on April 23-24, 1979. The major purpose of this meeting was to review the drafts of all the papers that had been submitted. One author, Miguel Ruiz, was not able to complete his paper, and it does not appear as a part of the document. The remaining nine documents were reviewed and specific suggestions for revision of each paper were compiled. The other three products were also reviewed by the consultants and suggestions for revisions of each were again made.

Following this meeting, each writer was sent the suggestions for revision of their papers. Papers were to be revised and returned to AACTE in time to be included in the document to be submitted to NIE at the end of June. These nine revised papers were compiled by the project staff in the document entitled Multicultural Education: Preparing Educators to Provide Educational Equity that was submitted to NIE on June 30th. Although some of these were technically edited, additional editing to the nine papers will be made as the document is prepared for dissemination during the early stages of the second phase of the project. The contents of this document will be described in greater detail in the second section of this report.

Identify exemplary practices in preservice, graduate, and/or inservice education programs which have the potential for improving or facilitating the training of professional education personnel so that they can more adequately perform in the classroom and schools educational practices which lead to equal educational opportunities for all students.

During the academic year of 1977-78, AACTE collected data from 446 teacher education institutions concerning how multicultural education was being developed and implemented within the teacher education program. The purpose of this original study was to collect baseline data about the implementation of multicultural education prior to January 1, 1979, when revised national accreditation standards which included multicultural education dimensions would go into effect (a copy of these standards are included in the

Appendices).

Because the data collected during that survey did not provide adequate descriptions about what policies, curricula, and resources had been developed for the implementation of multicultural teacher education, AACTE felt that exemplary programs in this area needed to be identified and additional characteristics of the multicultural aspects investigated in greater detail. This project objective addresses this need.

Seventy institutions were initially identified as having either multicultural education programs or a multicultural emphasis throughout their teacher education program. The institutions met one of two criteria:

1. On the 1977-78 survey, they indicated that they had provisions for multicultural education in foundations and methodology courses as well as having specific courses related to aspects of multicultural education, or

2. On materials submitted to AACTE since that survey, they indicated a commitment to multicultural education through documentation of some of their policies and programs in teacher education.

The surveys and supplementary materials for these institutions were then reviewed to attempt to identify an institution's commitment to multicultural education as reflected in their policies and programs. The number of institutions was narrowed to 25 through this process. Fifteen institutions were then chosen to represent equally both private and public institutions, located in various regions of the United States and in both rural and urban areas, and with different sizes of student populations (they range in size from 460--49,982).

The fifteen institutions selected were:

1. University of Miami, Miami, Florida;

2. Ball State University, Muncie, Indiana;

3. Ohio State University, Columbus, Ohio;

4. University of Denver, Denver, Colorado;

5. St. Olaf College, Northfield, Minnesota;

6. St. Cloud State University, St. Cloud, Minnesota;

7. Norfolk State College, Norfolk, Virginia;

8. Oklahoma State University, Stillwater, Oklahoma; 9. Northeastern Oklahoma University, Tahlequah, Oklahoma;

10. San Diego State University, San Diego, California;

11. University of the Pacific, Stockton, California;

12. Fort Wright College of the Holy Names, Spokane, Washington;

13. Fairfield University, Fairfield, Connecticut;

14. Mercer University, Macon, Georgia; and

15. Rutgers University, New Brunswick, New Jersey.

In order to collect more specific data about the program identified as multicultural education, on-site visitations were conducted between March and May of 1979. With Jack Levy of George Mason University, staff members developed a set of criteria to be examined during these institutional visits. The data collected were based on interviews with the dean or director of teacher education, faculty members, students, and other administrators at the institution as well as course syllabi, institutional figures, and other hard data.

After evaluating the data collected during these visits, we determined that none of the institutions visited had effectively integrated multicultural education throughout the teacher education program. Most had at least one component of their program which had been developed with a multicultural emphasis. The strengths of these programs and the institutionalization of the multicultural concept varied from institution to institution. One of the institutions visited is not presented in the document, Case Studies of Teacher Education Programs for Preparing Educators to Provide Educational Equity, because the institution's commitment to multicultural education was not effectively reflected in its policies or programs. St. Cloud University is not included because the staff was unable to make arrangements to visit at a time convenient to both parties. Case studies of the remaining 13 institutions are presented in the document along with an overview of the 1977-78 survey findings and a summary of the characteristics of the programs visited.

translate the current knowledge base and exemplary practices into a product(s) that can be utilized by teacher educators in the development and implementation of curricula and other practices that will better prepare and assist educators in the provision of educational equity in their classrooms and schools.

Three of the four products that were developed during this phase of the project have been described already in this report. Those three products were specifically the results of the previous two project objectives. The fourth document, Guidelines Toward Implementation of Multicultural Teacher Education, translates the knowledge base compiled in the first three documents into very discrete policy and programmatic implementation of multicultural education in teacher education programs.

These Guidelines were developed with the cooperation of a number of individuals and groups. In response to the revised NCATE standards for teacher education which includes multicultural education, NCATE's Committee on Standards has been in the process of developing evidence questions to assist institutions in the implementation of those standards. Their document, of course, includes a number of references to multicultural education. In October, 1978, AACTE's Commission on Multicultural Education developed a number of additional evidence questions to present to NCATE's Committee on Standards for consideration. Andrew Griffin of NEA also developed a set of questions to be used by in institutions to assess whether they are meeting the multicultural education requirements of the standards. In a paper, "Incorporating a Multicultural Perspective: NCATE's Revised Standards for Curriulum," prepared for AACTE in 1977, the authors made a number of recommendations to teacher education institutions for integrating multicultural education throughout their programs. From these sources, the first draft of the guidelines was developed. Based on the reactions by AACTE's Commission on Multicultural Education and NIE's reviewers, the document was revised and submitted to NIE again on June 30th. The document is described in greater detail in the next section of the report.

Broadly disseminate the results of this project to the teacher education community, school districts, organizations, and other persons, agencies, and organizations involved in the training or retraining of educators through publications and presentations.

This objective is directed at the activities to be completed during the second phase of the project. A package of the four products developed during the first phase will be disseminated to AACTE member institutions and other groups and individuals who are involved in the training of educators at the various levels. The findings of Phase I will also be disseminated through regional training institutes, presentations at professional meetings, and technical assistance to institutions that are designing or redesigning their programs to reflect multicultural education.

PRODUCTS OF PHASE I

Four products were produced during the first phase of this project. Each will be described in this section. Copies of each have been submitted to NIE.

An Annotated Bibliography of Resources for Preparing Educators to Provide Educational Equity

This bibliography includes 135 entries of resources that are appropriate for teacher education. Each entry includes bibliographic information and an abstract. Only those documents that are readily available through a publisher, the ERIC system, or other retrieval mechanisms are included. These entries are classified according to the following system:

Section 1: Concept Materials

- A. Teacher Education
- B. Surveys
- C. Research
- D. Reports
- E. General

Section 2: Curriculum Materials

- A. Teacher Education
- B. General

Section 3: Program Materials

A. Teacher Education

B. College

Section 4: Reference Materials

A. Evaluations

B. Directories

C. Bibliographies

D. Historical

E. Miscellaneous

Section 5: Classroom Materials

A. Teacher Education

Each of these categories was described under the first objective listed in the first section of this report.

Some editing still needs to be completed to prepare this document for the package to be disseminated this fall. This will take place during the first few months of Phase II.

Multicultural Teacher Education: Preparing Educators to Provide Educational Equity

This document is a collection of nine papers that examine different aspects of educational equity. Each paper includes a review of the available literature on the topic being addressed and the author's recommendations for addressing the topic in a teacher education program.

The document is divided into two parts. The papers in the first part present strategies for the implementation of multicultural teacher education; the papers in the second part focus on a selected aspect of multicultural education that should be addressed in teacher education programs.

The paper, "Recruitment, Admissions, Retention, and Placement for Educational Equity: An Analysis of the Process," was written by Carl A. Grant, C. Ruth Sabol, and Christie E. Sleeter. The authors present a strong case for the evolvement of a diverse student population for enhancing of educational equity. Their discussion of policy

recommendations not only focuses on the retention, recruitment, and counseling of students, but, also presents a strong rationale for the superiority of a diverse student body in facilitating the educational process.

The paper by Mira L. Baptiste and H. Prentice Baptiste, Jr., "Competencies Toward Multiculturalism," includes both cognitive and affective competencies for a multicultural curriculum. The writers argue that a teacher training program may reflect one or more of the three levels described in their topology of multiculturalism. They also present a schematic model of the relationships of nineteen generic competencies for incorporating multiculturalism into a teacher training program. The authors believe that one of the major causes of inequity within the educational system lies within the curriculum process. Subsequently they submit that their recommended competencies can play a major role in alleviating inequities within the curriculum process.

Sylvester Kohut, Jr. examines field experiences supportive of multicultural education in his paper, "Field Experiences in Preservice Professional Studies." He presents examples of proven programs with strong field experience components in both national and international settings. Issues of the relationship of the school of education to general studies, the involvement of the faculty, student supervision, and the expansion of student teacher experiences are discussed in this paper.

In the paper, "Community Participation in Teacher Education," Susanna Hayes presents various ways that teacher educators can incorporate community members into teacher training programs in the humanistic, behavioral, and clinical aspects of the program. She also outlines strategies and procedures which would clarify and simplify the proces of gathering and sharing information as well as initiating personal and social communications.

Ricardo L. Garcia's paper, "Goals, Instructional Models and Strategies for Multicultural Education," includes a description and implementation suggestions for three instructional models. Intergroup relations, ethnic studies, and bilingual bicultural education are presented as feasible delivery systems for attaining the objectives of multicultural education.

In the final chapter of Part I George Banks and Patricia Benavidez examine the development of interpersonal skills in their paper, "Interpersonal Skills Training for Educators." The authors feel that if teachers use interpersonal skills to work with students from diverse cultural backgrounds, the

student will be better able to utilize his or her unique cultural experiences and personal resources in the process of acquiring new learning.

Three papers are included in the second part of this document. The first is a paper entitled "Personal Cultural Orientations and Educational Practices." The authors, Edna Mitchell and Marilyn Watson, use the family as a primary source for understanding how students learn. Research findings on various different learning styles and teaching strategies appropriate to these differences are discussed. Anthropological information and techniques which will provide a basis for modifications in curriculum, methods, and school management are also p presented.

In the paper, "Essential Understandings, Rationale, and Objectives for Teaching Standard English," Norma L. Spencer and Shirla R. McClain discuss bidilectical education and the teaching of standard English. They feel that many educators are misled about bidiletical education because of a number of misconceptions and controversy surrounding the concept. They feel that bidialectical education offers students a chance to retain full participation in their own culture and to fully participate in the mainstream culture.

In the final chapter, "Disproportionate Minority Discipline," A. L. Fanta and Marion Pruitt-Malone examine the issues of disproportionate minority discipline. Their major thrust is the unequal treatment of students behaviorally in the schools. The authors focus on the evolution of a segregation problem in American education and suggest both mechanisms and methodologies to the educational community for responding to the problem.

The papers in this document require additional editing before dissemination later this year. The consultants who met in April asked H. Prentice Baptiste, Mira L. Baptiste, and Donna Gollnick serve as editors for this publication. Again, this editing will take place during the first months of Phase II.

Case Studies of Teacher Education Programs for Preparing Educators to Provide Educational Equity

This document includes case studies of thirteen institutions that were visited by project staff between March and May of 1979. The institutions highlighted in this document have at least one component for multicultural education within their teacher education program. The titles of the case studies indicate the approach to multicultural

education used by the institutions. The case studies include the following:

1. A Multicultural Emphasis in a Secondary Education Program: An Approach to Multicultural Education at Ball State University;

2. A Graduate Program in Multicultural/Multilingual Education: An Approach to Multicultural Education at Fairfield University;

3. A Response to the Educational Needs of American Indians and Inner City Schools: An Approach to Multicultural Education at Fort Wright College of the Holy Names;

4. A Field Based Program in Elementary Education: An Approach to Multicultural Education at Mercer University;

5. Integration of Multicutural Competencies in a Preservice Program: An Approach to Multicultural Education at Norfolk State College;

6. Indian Education: An Approach to Multicultural Education at Northeastern Oklahoma State University;

7. The Professional Introduction Program: An Approach to Multicultural Education at Ohio State University;

8. A Graduate Program in Language Education: An Approach to Multicultural Education at Rutgers University;

9. A Department of Multicultural Education and the Institute for Cultural Pluralism: An Approach to Multicultural Education at San Diego State University;

10. Integration of Human Relations Components in a Preservice Program: An Approach to Multicultural Education at St. Olaf College;

11. Interfacing Ethnic Studies and Global Education: An Approach to Multicultural Education at the University of Denver;

12. Bilingual Education: An Approach to Multicultural Education at the University of Miami;

13. The Integration of Faculty with Multicultural Competencies into Teacher Education: An Approach to Multicultural Education at the University of the Pacific.

In addition to the Case Studies, one chapter is an overview of multicultural education in teacher education. This chapter is based on data collected by AACTE in a 1977-78 survey of multicultural education in teacher education institutions. The characteristics of multicultural teacher education programs and approaches for developing programs are presented in the final chapter of this document.

This document also requires additional editing prior to dissemination later this fall. This will occur early in the second phase of the project.

Guidelines Toward Implementation of Multicultural Teacher Education

This document was designed as a self-evaluation instrument to be used by teacher education institutions to assess their commitment to multicultural education as reflected in policies and programs. The Guidelines are organized in categories used by the National Council for Accreditation of Teacher Education in their standards. The document includes 21 guidelines written as "should"" statements. Each guideline is followed by one to fifteen evidence question that will assist institutions in knowing whether or not they are meeting the guidelines. These evidence questions also allow an institution to evaluate how far it has progressed toward complying with the stated guideline. Guidelines are presented for each of the following NCATE standards:

1. Governance of Teacher Education Programs

2. Curricula for Preservice Teacher Education Programs

   2.1. Design of Curricula for Multicultural Education
   2.2. The General Studies Component for Preservice Teacher Education Curricula

3. Faculty for Teacher Education Programs

   3.1. Competence and Utilization of Faculty
   3.2. Faculty Involvement with Schools
   3.3. Conditions for Faculty Development
   3.4. Part-Time Faculty

4. Students in Teacher Education Programs

   4.1. Admissions of Students
   4.2. Retention of Students
   4.3. Counseling and Advising for Students

5. Resources and Facilities for Teacher Education Programs

   5.1. Library
   5.2. Materials and Instructional Media Center

6. Evaluation, Program Review, and Planning within the Teacher Education Program

   6.1. Evaluation of Graduates
   6.2. Use of Evaluation Results to Improve Programs
   6.3. Long-Range Planning

This document is designed to be used as a working document by an institution. Blank spaces have been left between the evidence questions so that evaluators can respond in that space.

This document will be reviewed by approximately 125 different AACTE institutional representatives during the next two months. It will also be field tested in some of the institutions visited for the case studies to determine if the guidelines do help institutions in identifying their commitment to multicultural education as reflected in policies and programs. Feedback from these sources will be incorporated into the final document to be disseminated later this year.

THE ADVISORY COMMITTEE

AACTE's Commission on Multicultural Education suggested the names of persons who might serve on the Advisory Panel for this project at its October, 1978 meeting. Rather than the proposed eight-member Advisory Panel, the size of the Panel was increased to eleven to include a number of constituency groups that NIE felt was necessary. The Panel included four women and seven men. Three of the members are Black; one is Hispanic; one is American Indian; and six are White. It includes a president of a historically black college, two deans of schools of education, a deputy vice chancellor, three teacher education faculty members, a teacher (and president of a local Classroom Teacher Association), a representative of the Chief State School Officers, a representative of secondary school principals,

and a dissemination specialist. The following eleven persons served on the Advisory Panel:

Leo A. Corbie, Deputy Vice Chancellor, University Dean for Students Affairs, Special Programs, City University of New York, New York, N.Y.;

Howard Coron, Director of Student Teaching, New York University New York, N.Y.;

George W. Denemark, Dean, College of Education, University of Kentucky, Lexingon, Kentucky;

Charles Hayes, President, Albany State College, Albany, Georgia;

Owen Kiernan, Executive Director, National Association of Secondary School Principals, Reston, Virginia;

William Pierce, Executive Director, Council of Chief State School Officers, Washinton, D.C.;

Anita Pfeiffer, Professor of Elementary Education, School of Eduation, University of New Mexico, Albuquerque, New Mexico;

Anna Maria Rodriguez, Multicultural Education, School of Education, San Diego State University, San Diego, California;

J.T. Sandefur, Dean, College of Education, Western Kentucky University, Bowling Green, Kentucky;

Carolyn Trahoski, Deputy Director, RISE, King of Prussia, Pennsylvania;

Ada Williams, President, Classroom Teachers of Dallas, Dallas, Texas.

The Advisory Panel met only once--in November 1978. Their task was to provide to the overall direction for the project, and this was outlined at that meeting. In addition, they selected the ten writers and consultants for one of the project documents from 103 proposals submitted for competition. Members of the Advisory Panel will also serve as reviewers of the four products the next two months as these documents are developed into a package to be broadly disseminated.

APPENDIX A

Agenda for Advisory Board Meeting
November 1978

AGENDA

ADVISORY COUNCIL
KNOWLEDGE INTERPRETATION PROGRAM: EDUCATIONAL EQUITY
NOVEMBER 27-28, 1978

I. Introductions

II. Overview of AACTE's Multicultural Education Activities - Frank Klassen
Project Director

III. Overview of Project, "Knowledge Interpretation Program: Training Educators to Provide Educational Equity" - Donna Gollnick
Associate Project Director

A. Changes since development of proposal
B. Four Proposed Products
C. Dissemination Phase

IV. Role of Advisory Panel to Project

V. Major Equity Issues to be addressed by Teacher Education

VI. Selection of five (5) writers

A. Proposal Process - Donna Gollnick
B. Selection Criteria and Process

VII. Selection of Teacher Education Case Studies

A. Issues to be addressed in Case Studies
B. Selection of Institutions for On-Site Visits

1. Review of data currently available at AACTE - Donna Gollnick
2. Development of criteria for selection

VIII. Available Resources (toward a bibliography)

A. Review of Clearinghouse activities at AACTE - Kobla Osayande
Program Assistant

B. Identification of additional resources

C. Identification of additional resources needs

AGENDA (continued)

IX. Other expected products

A. Guidelines for the Implementation of Teacher Education Programs

B. Evaluation of Products

C. Validation Plan

D. Dissemination Plan

APPENDIX B

News Release

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle, Washington, D.C. 20036 (202) 293-2450

NEWS

CONTACT: Donna M. Gollnick

AACTE announces that it has received funding from the Dissemination Unit of the National Institute of Education to conduct the project, Knowledge Interpretation Program: Training Educators to Provide Educational Equity. This project will operate under the auspices of AACTE's Commission on Multicultural Education and an eight-member Advisory Panel. Frank H. Klassen, Associate Director of AACTE, serves as the project director and Donna M. Gollnick as the project associate director.

Between October 1978 and June 1979 research and other resources on educational equity will be identified, classified, synthesized, and interpreted for use in preservice, inservice, and graduate education programs. Exemplary institutional programs for preparing professional educators to provide educational equity in schools will also be identified and described. The focus will be an examination of curricula, teaching strategies, and policies that may suggest ways of correcting or dealing effectively with biases. The following four products will result from the activities of the first phase of this project:

(1) Annotated Bibliography of Materials on Educational Equity;
(2) Issues and Recommendations for Preparing Educators to Provide Educational Equity;
(3) Case Studies of Exemplary Teacher Education Programs for Educational Equity; and
(4) Manual for Preparing Educators for Educational Equity.

During the second 12-month phase of the project these products will be disseminated to the institutions and individuals involved in the training of educators through mailings, presentations at professional meetings, and regional leadership training institutes.

A CALL FOR PAPERS

As a part of the NIE-funded project described above, AACTE is calling for writers to submit proposals for papers related to the preparation of educators to provide educational equity. Five writers will be selected to prepare papers for discussion and publication. The selected writers will receive a small honorarium for the preparation of papers plus travel expenses for the three meetings related to the project.

Specific Tasks of Writers. (1) Writers are expected to prepare a paper on an issue within teacher education programs that needs to be addressed in order to prepare educators to provide educational equity in schools. Papers might focus on curriculum, faculty, students, or environmental conditions and resources of teacher education programs. It is recommended that a prospective writer develop only one issue within the teacher education program and make recommendations for improvement of that area. (2) Writers will also assist the project staff as advisors for the preparation of other documents related to the project.

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Requirements for Consideration as a Writer. A prospective writer must submit an outline and abstract of the proposed paper including (1) the author's name, (2) author's position, (3) author's address, (4) author's telephone number, and (5) the proposed title of the paper. In addition, one may also wish to supplement this outline and abstract with examples of his/her writing skills. This must be submitted by November 15 to the Educational Equity Project, AACTE, One Dupont Circle, Suite 610, Washington, D.C. 20036.

Process for Selection of Writers. Outlines and abstracts of the proposed papers will be reviewed by the Advisory Panel for this project at a meeting later this fall. Five persons will be selected to prepare the proposed papers and to work with the project staff as advisors for all products. The first meeting with the five writers will be scheduled for December. A total of three meetings will be held between December and April.

In reviewing the proposed outlines and abstracts, the Advisory Panel will be concerned with the following criteria:

1. The proposed topic addresses

   a. educational equity;
   b. teacher education programs at preservice, inservice, and/or graduate levels;
   c. more effective preparation of professional educators so that they are able to provide educational equity in schools; and
   d. issue that is relevant to the implementation of educational equity through teacher education.

2. Acceptable writing skills as evidenced by the abstract and other evidences of writing ability.

A CALL FOR EXEMPLARY PROGRAMS

Is your teacher education program currently addressing educational equity? Do you know of inservice programs that are exemplary in this area? Are there components or departments within your teacher education program that have developed outstanding ways for examining educational equity? If you can recommend a preservice, inservice, or graduate education program for consideration as exemplary in this area, please contact Donna Gollnick at AACTE.

APPENDIX C

Agenda for Writer/Consultant Meetings

January 1979

WRITER/CONSULTANT MEETING
AACTE's Knowledge Interpretation Program: Training Educators to Provide Educational Equity
January 29-30, 1979

A. Overview of AACTE's activities in multicultural education -- Frank Klassen

B. Overview of KIP Project — Donna Gollnick

C. Relationship of project to NCATE Standards for the Accreditation of Teacher Education -- Frank Klassen and Donna Gollnick

D. Presentation of proposed papers

1. H. Prentice Baptiste
2. George Banks and Patricia Benavidez
3. Sylvester Kohut
4. Susanna Hayes
5. Ricardo Garcia
6. Carl Grant, Ruth Sabol, and Christy Sleeter

E. Description of other four papers being prepared for possible inclusion in the publication -- Donna Gollnick

F. Development of proposed papers into a publication

1. Audience
2. Objectives
3. Conceptualization of total publication
4. Further definition of writing assignments

G. Development of the bibliography

1. Objectives and progress -- Kobla Osayande
2. Conceptualization of document
3. Quality review of entries or what should be included

H. Development of case studies

1. Objectives and progress -- Donna Gollnick
2. Conceptualization of document
3. Who to include
4. Interview instrument

I. Development of guidelines

1. Objectives and progress -- Frank Klassen
2. Conceptualization of document

J. Miscellaneous details

1. Next meeting
2. Reimbursement of expenses

K. Adjournment - by 5:00 p.m., Tuesday, January 30th

APPENDIX D

Criteria for On-Site Institutional Visits

1. GOVERNANCE

1. What is the governing structure of teacher education?

   a. Who decides which students are accepted in teacher education?

   b. Who makes curriculum decisions?

2. Has faculty advisory committee (or another formal committee) examined multicultural education?

3. Is there interdiscriplinary input across campus for multicultural education?

4. What are institutional policies related to multicultural education, bilingual education, and educational equity.

5. How are multicultural education programs financed/supported?

6. What is cost of multicultural education program?

   a. Faculty - number required

   b. Space

   c. Other resources

7. How and why was multicultural education program initiated?

8. What is future for multicultural education programs?

2. CURRICULUM

2.1 Design of Curriculum

1. How is curriculum developed?

2. How is multicultural education reflected in the curriculum?

3. Are there separate courses, modules, or components for multicultural education?

   a. Who teaches these?

   b. How are teachers selected?

      o What are their experiences in multicultural education?

   c. Is there any community input?

4. What is the focus of multicultural content in courses, components, etc.? Why these?

5. What was origin of program?

   a. Why did it begin?

   b. What was financial support initially?

   c. When was it initiated?

   d. How was it developed initially?

2.2 General Studies

1. Who decides what is included in general studies?

2. Are there interdisciplinary committees?

3. Does teacher education counsel students concerning electives within general studies requirements?

4. How are students exposed to multicultural concepts in general studies requirements?

5. Are there ethnic studies programs or courses? Other cultural studies?

   a. Are students required or encouraged to take such courses?

   b. What are the target groups for such courses?

2.3 Professional Studies

1. Where are students exposed to theories of multicultural education?

   a. In content specialty classes?

   b. In foundations courses?

   c. In educational psychology?

2. Through what means are they exposed to multicultural education concepts?

   a. Seminars, workshops

   b. Courses

3. Where are these opportunities to apply these theories?

   a. Where do they lean related methods?

   b. What opportunities are there for practice of these methods?

   c. Are students exposed to instructional materials?

4. What alternatives are now available or proposed which provide for the preparation of teachers in the preservice phase so that teacher candidates from one cultural/ethnic setting are able to understand and able to successfully function effectively in another?

   a. What cross-cultural preservice field-based experiences are available?

   b. What international studies/programs are available to teacher candidates?

   c. Within specific courses, seminars, and special workshops, how is this important cross-cultural experience provided within the professional studies/education component?

   d. What institutional recommendations are provided which focus on "programs that really work" from the standpoint of identifying viable alternative strategies for helping preservice teacher candidates overcome ethnocentrism?

3. Faculty

   1. Who teaches multicultural education? How were they selected? What is their background?

   2. Are split-time faculty used? Team-teaching across faculties? from what deisciplines?

   3. Are part-time faculty used in multicultural education?

   4. Has faculty development activities been used to examine or develop multicultural education?

      How?

      When?

      Where?

   5. Sex and ethnicity of faculty?

   6. Recruitment and promotion policies

   7. Is research in multicultural education being undertaken? What research topics? By whom? How is research supported?

   8. In consideration for tenure and promotion, what criteria are used and how are these weighted for multicultural education?

9. Are faculty involved in local schools as consultants in some aspect of multicultural education?

4. Students

1. What are admission and retention policies?

2. What competencies in multicultural education must students demonstrate in order to graduate?

3. What kinds of counseling and advising are available for students which might touch on multicultural education? i.e., office of minority affairs, etc.

4. What kinds of student input into the teacher education program are there?

5. Is there a process for student evaluation of faculty and classes?

6. What kinds of student input are there into the multicultural education program?

7. Are there any clubs or organizations that focus on multicultural education?

8. What are ethnicity and sex of student population?

5. Resources and Facilities

1. What are relevant acquisition policies for library holdings?

2. Are multicultural education materials available in materials and instructional materials center?

APPENDIX E

NCATE Standards for the Accreditation of Teacher Education

Standards for Accreditation of Teacher Education

the accreditation of basic and advanced preparation programs for professional school personnel

Adopted May, 1977
Effective January 1, 1979

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION
1750 Pennsylvania Avenue, N.W., Suite 411, Washington, D. C. 20006 □ (202) 393-2220

INTRODUCTION

The following Standards were first prepared by the Evaluative Criteria Study Committee of AACTE, accepted for transmittal to NCATE by the Executive Committee of AACTE, and adopted by the Council on January 15, 1970.

This draft of the Standards reflects a revision which was completed by the Council's Committee on Standards over a two-year period between 1975-1977 under a constitutional charge defined in Article VII, which is stated on the next page of this introduction. Proposed changes in the Standards were placed in the hands of constituent organizations, associate members, all representatives on the Council, and accredited institutions for the purpose of study and constructive suggestions. Professional organizations, all institutions, and/or individuals were given an opportunity to submit statements, and the constituent/associate organizations were invited to appear at a hearing of the Committee on Standards to make any views available to the Council. The final revision was made in April 1977.

This Council printing presents the Standards as recommended by the NCATE Committee on Standards and as adopted on May 16, 1977. These Standards will become effective and implemented on January 1, 1979.

Authority for Accreditation Activities

National accreditation of college and university programs for the preparation of all teachers and other professional school personnel at the elementary and secondary levels is the responsibility of the National Council for Accreditation of Teacher Education (NCATE). The NCATE has been authorized by the Council on Post-secondary Accreditation (COPA) to adopt standards and procedures for accreditation and to determine the accreditation status of institutional programs for preparing teachers and other professional school personnel. The NCATE also is recognized by the U.S. Commissioner of Education.

Purposes of National Accreditation of Teacher Education

National accreditation of teacher education serves four major purposes:

1. To assure the public that particular institutions—those named in the Annual List—offer programs for the preparation of teachers and other professional school personnel that meet national standards of quality
2. To ensure that children and youth are served by well-prepared school personnel
3. To advance the teaching profession through the improvement of preparation programs
4. To provide a practical basis for reciprocity among the states in certifying professional school personnel.

Applicability of NCATE Standards

The NCATE standards are divided into two parts: Part I, Basic Programs and Part II, Advanced Programs. The standards in Part I are to be applied to all *basic* programs: programs for the initial preparation of teachers (nursery school through secondary school) including five-year and MAT programs. They are not applicable to programs for the preparation of teacher aides or other paraprofessionals.

The standards in Part II are to be applied to all *advanced* programs: programs beyond the baccalaureate level and beyond the basic programs for the preparation of teachers and other professional school personnel. They are not applicable to programs for the preparation of college teachers.

The standards in both Part I and Part II apply to all institutional programs leading to degrees or certificates regardless of the location and time at which the instruction takes place.

NCATE Standards

Each of the standards has a preamble which gives the rationale for the standard, interprets its meaning, and defines terms. The preamble therefore is to be interpreted as part of the standard which it precedes.

Institutions of higher education seeking accreditation or reaccreditation by NCATE are expected to prepare a report based on the preambles and the standards.

The report will be prepared in accordance with a GUIDE for the Preparation of an Institutional Report, a separate document.

Questions to illustrate and explain the intent of the standards were re-written by the Committee on Standards and these are included as Part III of this document. Questions should be studied by institutions as an aid to understanding the standards insofar as they can be of help. Since the questions are illustrative and not exhaustive, an institution should seek other information which it might use to demonstrate that it possesses the characteristics and qualities described in each standard and its preamble.

National Standards for Accreditation of Teacher Education

Accreditation by the National Council for Accreditation of Teacher Education certifies that the institution's programs for preparing teachers and other professional school personnel meet the standards. The institution is expected to meet the standards at a level judged

acceptable at the time of its evaluation. However, in a profession where the state of the art is constantly improving, the level should be expected to rise. NCATE accreditation attests to the quality of preparation programs and signifies that persons recommended by the institution can be expected to perform satisfactorily in typical teaching and other professional school positions throughout the United States. While the standards which are applied to programs are "minimum standards" for acceptability, the NCATE urges institutions to set higher standards for themselves and to strive for better ways to prepare teachers and other professional school personnel. These standards are considered so important for program accreditation that they take precedence over any factors or conditions that may impinge upon their application.

Eligibility for NCATE Accreditation

Four-year or graduate degree granting institutions are eligible for an accreditation evaluation by the NCATE if they offer programs for the preparation of teachers and/or other professional school personnel and if the following prerequisites exist:

1. They are approved by the appropriate State Department of Education at the degree levels and in the categories for which the accreditation is sought.
2. They are fully accredited by the appropriate regional accrediting association.
3. The institution must meet the affirmative action guidelines of the United States Office of Education.
4. Students have been graduated from the program to be accredited so that an evaluation may be made of the quality of the preparation.

The Council regards accreditation by a regional accrediting association as reasonable assurance of the overall quality of an institution, including its general financial stability, the effectiveness of its administration, the adequacy of its general facilities, the quality of its student personnel program, the strength of its faculty, the adequacy of its faculty personnel policies, the conditions of faculty service, and the quality of instruction.

When an institution is accepted for an accreditation evaluation, the following conditions shall be observed and applied:

1. Institutions may request accreditation only for those basic or advanced programs, or categories of programs, which are defined by the Council.
2. Each program or category of programs must be eligible for accreditation as outlined by the four prerequisites above, namely: state approval, full regional accreditation, evidence of a letter of intent to comply with the affirmative action guidelines of the USOE, and with graduates from the program.
3. It is the institution's prerogative to request the accreditation for programs and degree levels of its choice. The institution is not required to seek accreditation for all eligible programs.
4. Regardless of its choice of programs for accreditation, the institution must present for review by the Council all of its teacher education programs, whether eligible for accreditation or not, in order that the Council may relate the accreditation request to the total institutional offerings and institutional resources.

Standards for Basic Teacher Education Programs, as contained herein, shall be applied to the evaluation and accreditation of the following programs:

Programs for the initial or pre-service preparation of elementary and secondary teachers, whether of four years or more in length and including MAT programs.

Standards for Advanced Programs, as contained herein, shall be applied to the evaluation and accreditation of the following institutional programs:

Post-Baccalaureate or other advanced programs for teachers taken subsequent to initial certification and entry into the profession.

Programs to prepare other professional school personnel, i.e., administration, guidance.

Institutional Experimentation and Innovation

Responsible experimentation and innovation are essential to improvement of teacher education programs. A deliberate attempt has been made in these standards to encourage individuality, imagination, and innovation in institutional planning. An institution must, of course, assume responsibility for the quality of all its programs, regular and experimental.

Colleges and universities are responding to pressing social needs by developing programs to prepare teachers with special competencies or to prepare new types of teachers. These programs are subject to the same scrutiny as are the other teacher education programs offered by the institution. In some instances, the standards as organized may not provide the best vehicle for assessing such programs. In these cases, the institution is invited to present its experimental or special programs separately. Such presentations should include the rationale for the design of the programs, for admitting students who do not meet the usual criteria for admission, for using faculty members who do not meet the usual requirements for appointment to the full-time faculty, and should show that systematic efforts are being made to evaluate the graduates of these programs.

Continuous Review of NCATE Standards

The Constitution of the National Council for Accreditation of Teacher Education (Article VII) states:

Responsibility for carrying on a systematic program of evaluation of standards and the development of new and revised standards shall be assigned to the Council and to its Committee on Standards. The Council and its Committee shall ensure the participation of representatives from institutions, organizations, and the practicing profession. The Council shall regularly keep its constituent organizations and all accredited institutions informed of its activities and its proposals for new or changed standards. The constituent organizations shall have the responsibility for keeping their constituencies apprised of these developments.

The Council shall be responsible for the adoption, deletion, or amendment of the Standards and may do so at any regular or special meeting provided that a complete final draft of any proposals, together with any necessary explanatory materials, has been placed in the hands of (a) all representatives on the Council, (b) the presently accredited institutions, and (c) the constituent organizations, at least four (4) months prior to such a meeting. All parties shall be charged with the responsibility of making any views available to the Council at least one (1) month before the meeting.

Eighteen (18) months normally will be allowed before application of a new standard becomes mandatory unless an extension or reduction of time is mutually agreed upon by a two-thirds (⅔) majority affirmative vote of eligible Council members, and by the affected institutions.

The present standards are being systematically evaluated. Institutions, associations, learned societies, and individuals may communicate concerns and suggestions about the standards for consideration by contacting:

Director
National Council for Accreditation of
Teacher Education
1750 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

Part I: Basic Teacher Education Programs

PROGRAMS FOR THE INITIAL PREPARATION OF TEACHERS THROUGH THE FIFTH-YEAR LEVEL, INCLUDING MAT PROGRAMS

1. Governance of Basic Programs

2. Curricula for Basic Programs

2.1 Design of Curricula
  2.1.1 Multicultural Education
2.2 The General Studies Component
2.3 The Professional Studies Component
  2.3.1 Content for the Teaching Specialty
  2.3.2 Humanistic and Behavioral Studies
  2.3.3 Teaching and Learning Theory With Laboratory and Clinical Experience
  2.3.4 Practicum
2.4 Use of Guidelines Developed by National Learned Societies and Professional Associations
2.5 Student Participation

3. Faculty for Basic Programs

3.1 Competence and Utilization of Faculty
3.2 Faculty Involvement with Schools
3.3 Conditions for Faculty Service
3.4 Conditions for Faculty Development
3.5 Part-time Faculty

4. Students in Basic Programs

4.1 Admission to Basic Programs
4.2 Retention of Students in Basic Programs
4.3 Counseling and Advising for Students in Basic Programs

5. Resources and Facilities for Basic Programs

5.1 Library
5.2 Materials and Instructional Media Center
5.3 Physical Facilities and Other Resources

6. Evaluation, Program Review, and Planning

6.1 Evaluation of Graduates
6.2 Use of Evaluation Results to Improve Basic Programs
6.3 Long-Range Planning

Part II: Advanced Programs

POST-BACCALAUREATE PROGRAMS FOR THE ADVANCED PREPARATION OF TEACHERS AND THE PREPARATION OF OTHER PROFESSIONAL SCHOOL PERSONNEL

G-1. Governance of Advanced Programs

G-2. Curricula for Advanced Programs

G-2.1 Design of Curricula
  G-2.1.1 Multicultural Education
G-2.2 Content of Curricula
G-2.3 Research in Advanced Curricula
G-2.4 Use of Guidelines Developed by National Learned Societies and Professional Associations
G-2.5 Student Participation
G-2.6 Individualization of Programs of Study
G-2.7 Quality Controls
  G-2.7.1 Graduate Credit
  G-2.7.2 Graduate Level Courses
  G-2.7.3 Residence Study

G-3. Faculty for Advanced Programs

G-3.1 Preparation of Faculty
G-3.2 Composition of Faculty for Doctoral Degree Programs
G-3.3 Conditions for Faculty Service
G-3.4 Conditions for Faculty Development
G-3.5 Part-time Faculty

G-4. Students in Advanced Programs

G-4.1 Admission to Advanced Programs
G-4.2 Retention of Students in Advanced Programs
G-4.3 Planning and Supervision of Students' Programs of Study

G-5. Resources and Facilities for Advanced Programs

G-5.1 Library
G-5.2 Materials and Instructional Media Center
G-5.3 Physical Facilities and Other Resources

G-6. Evaluation, Program Review, and Planning

G-6.1 Evaluation of Graduates
G-6.2 Use of Evaluation Results to Improve Advanced Programs
G-6.3 Long-Range Planning

Part III: Illustrative Questions

Part I: Basic Teacher Education Programs

Programs for the Initial Preparation of Teachers Through the Fifth-Year Level, Including MAT Programs

1. Governance of Basic Programs

Administrative structure exists primarily as a practical arrangement for formulating and achieving goals, establishing policies, fixing responsibility, utilizing resources, and facilitating continuous development and improvement. The standard assumes that this principle is applicable to administrative units responsible for the preparation of teachers. It is expected that the particular unit within the institution officially designated as responsible for teacher education is composed of persons who have professional and scholarly preparation; a majority of whom are experienced in elementary or secondary teaching, and have continuing experience in elementary or secondary schools, are significantly involved and well informed about the preparation of teachers and the problems of the schools, and have experience in, and commitment to, the task of educating teachers. Continuing experience is demonstrated through such activities as supervising students in field experiences and practicum, working with school personnel on curriculum revision, providing inservice education and engaging in research in school settings.

The standard does not prescribe any particular organizational structure, except that such structure provides for a designated unit to assure that all teacher education programs are consistently organized, unified, and coordinated. In addition, there is one person designated as the official representative for teacher education who has the responsibility for the over all administration and/or coordination of teacher education programs. A unit, as referred to below, may take the form of a council, commission, committee, department, school, college, or other recognizable organizational entity.

While major responsibility for designing, approving, evaluating, and developing teacher education programs is carried by an officially designated unit, teacher education faculty members are systematically involved in the decision-making process.

Standard: *The design, approval, and continuous evaluation and development of teacher education programs are the primary responsibility of an officially designated unit. The membership of this unit is composed of faculty and/or staff who have professional and scholarly preparation; a majority of the membership of this unit are experienced in elementary or secondary teaching and have continuing experience in elementary or secondary schools, are significantly involved and well informed about the preparation of teachers and the problems of the schools, and have experience in, and commitment to, the task of educating teachers who will provide instruction in a multicultural society.*

2. Curricula for Basic Programs

Curricula for teacher education programs are based upon a systematic approach. There is a conceptualization of roles to be performed which is followed by explicitly stated objectives. These roles and objectives reflect the results of research and the considered judgments of the teacher education faculty and staff, students, graduates of the programs, the profession as a whole, and national professional associations concerning the goals of education in our society. The curricula are periodically revised in light of evaluation reports on the teaching performances of recent graduates of the program.

The curriculum standards are intended to ensure that there is consistency of practice in conformity to the institution's philosophy of teacher education and teaching, and are not intended to prescribe a particular philosophy.

Many different programs could be devised which would result in the acquisition of the desired teaching behaviors. Within the general guidelines outlined in these standards, the institution can adopt programs which, in its judgment, will achieve the objectives it has adopted. All steps in this design procedure—identification of a set of general educational goals, specification of the teacher's role in achieving these goals, preparation of explicit objectives for a teacher education curriculum, design of a curriculum to achieve these objectives, evaluation of graduates of the program, and the use of evaluation feedback to revise the curriculum—are explicity articulated, through the process described in the preceding paragraph.

Each curriculum designed for the preparation of teachers and adopted by the institution provides for special societal needs and promotes the study of the value systems of various societal groups. For example,

the adopted curricula provide opportunities for students to gain understanding and appreciation of the culturally diverse nature of American society and to develop positive attitudes toward the unique contributions of various cultural groups.

Colleges and universities are responding to current pressing needs by developing programs to prepare teachers with special competencies, teachers for children with special developmental and or learning problems, teachers to work with children belonging to specific cultural groups, teachers to work in teaching teams, teachers to teach in ungraded schools, and teachers with an international component as part of their training. These programs, often special or experimental in nature, are subject to the same scrutiny as other teacher education programs offered by the institution. In some instances, the Standards, as organized, may not provide the best vehicle for reviewing such programs. In these cases, the institution is invited to present its experimental or special programs separately as noted in the Introduction.

As used in the following standards, a "teacher education program" refers to curriculum, teaching, learning, and supporting resources for the teaching and learning process. "Curriculum" includes the courses, seminars, readings, laboratory and clinical experiences, and practicum as described under the general studies component and the professional studies component. A "program of study" refers to the sequence of courses, seminars, readings, laboratory and clinical experiences, and practicum selected for each student.

2.1 Design of Curricula

Curricula for the preparation of teachers are composed of several components combined in patterns designed to achieve specified objectives. Each component is included because it has a direct relationship to the explicit objectives. The institution is able to state the assumptions underlying the contribution of any particular component. In addition to these components a multicultural dimension is a planned and integral part of teacher education programs.

Standard: *Teacher education curricula are based on explicit objectives that reflect the institution's conception of the teacher's role. There is a direct and obvious relationship between these objectives and the components of the curriculum.*

2.1.1 Multicultural Education

Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings. Thus, multicultural education is viewed as an intervention and an on-going assessment process to help institutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society.

Provision should be made for instruction in multicultural education in teacher education programs. Multicultural education should receive attention in courses, seminars, directed readings, laboratory and clinical experiences, practicum, and other types of field experiences.

Multicultural education could include but not be limited to experiences which: (1) Promote analytical and evaluative abilities to confront issues such as participatory democracy, racism and sexism, and the parity of power; (2) Develop skills for values clarification including the study of the manifest and latent transmission of values; (3) Examine the dynamics of diverse cultures and the implications for developing teaching strategies; and (4) Examine linguistic variations and diverse learning styles as a basis for the development of appropriate teaching strategies.

Standard: *The institution gives evidence of planning for multicultural education in its teacher education curricula including both the general and professional studies components.*

2.2 The General Studies Component

Prospective teachers, like all other students, need a sound general education. However, this need is accentuated by the nature of the professional responsibilities that they are expected to assume. As teachers, they are destined to play an important role in providing general education for children and youth and serve as models with the attitudes, knowledge, and skills to enrich the human experience and promote the positive human values of our multicultural society. Furthermore, the subjects studied in general education may be needed to support their teaching specialties.

Institutional programs of general or liberal studies vary widely although certain elements are usually present. Such variation precludes prescribing the general studies in terms of subject and credit hours. The view reflected in the standard is that general education should include the studies most widely generalizable. General studies is taught with emphasis upon generalization rather than with academic specialization as a primary objective. Moreover, programs of study in general education are individualized according to the needs and interests of students. The selection of content for the general studies component is determined jointly by faculty members in the academic areas and those in teacher education.

As used in the standard, "symbolics of information"

is the part of general studies which deals with communication through symbols, including studies in languages, communication skills, linguistics, mathematics, logic, and information theory. "Natural and behavioral sciences" and "humanities" follow their common usage in higher education.

It is the intent of the standard to designate a minimum limit for general studies and to encourage institutions to exceed it. "One-third," as specified in the standards, is applicable to four-year curricula for prospective teachers.

Standard: *There is a planned general studies component requiring that at least one-third of each curriculum for prospective teachers consists of studies in the symbolics of information, natural and behavioral sciences, and humanities.*

2.3 The Professional Studies Component

The professional part of a curriculum designed to prepare teachers should be distinguishable from the general studies component. The general studies component includes whatever instruction is deemed desirable for all students, regardless of their prospective occupations; the professional component covers all the attitudes, knowledges, and skills required of a teacher. The classification of a study as general or professional does not depend on the name of the study or the department in which the instruction is offered; it depends on the function the study is to perform.

The designation of the elements in the professional studies component (as delineated in Standards 2.3.1 through 2.3.4) is not intended to prescribe a particular design for teacher education. Rather, it is intended to provide a set of categories through which an institution can describe and review the professional studies component of the various teacher education curricula it offers. These elements can be identified in any acceptable design for teacher education.

2.3.1 Content for the Teaching Specialty

The "Content for the Teaching Specialty" is included in the professional studies component of the curriculum to direct attention to the central importance of appropriate subject matter in a teaching specialty in the professional preparation of the teacher. It does not imply that such subject matter should be professionalized nor that the instruction should be provided in any specific school or department or in any particular format. The instruction in the subject matter for the teaching specialties is the basic responsibility of the respective academic departments; the identification and selection of courses and other learning experiences required for a teaching specialty, however, are the joint responsibility of appropriate members of the faculty in the teaching specialty concerned and members of the teacher education faculty. Joint responsibility for determining the content of a teaching specialty should result in content that is peculiarly relevant to teaching.

The standard draws attention to the fact that teaching requires two types of knowledge which may extend beyond what is required in general studies. One is the knowledge that is to be taught to the pupil; the other is the knowledge that may be needed by the teacher as a background for teaching his particular specialty. Both kinds of knowledge are a required part of the candidate's professional training.

"Teaching specialty" as used in the standard includes elementary education as a specialized field as well as the various specializations offered in the secondary school.

Standard: *The professional studies component of each curriculum for prospective teachers includes the study of the content to be taught to pupils, and the supplementary knowledge, from the subject matter of the teaching specialty and from allied fields, that is needed by the teacher for perspective and flexibility in teaching.*

2.3.2 Humanistic and Behavioral Studies

Many disciplines are important in the preparation of teachers. However, not all disciplines are equally relevant, and their relevance is not always obvious. In the following standard it is assumed that problems concerning the nature and aims of education, the curriculum, the organization and administration of a school system, and the process of teaching and learning can be studied with respect to their historical development and the related philosophical issues. These studies are referred to hereafter as the humanistic studies. The problems of education can also be studied with respect to the findings and methods of psychology, sociology, anthropology, economics, and political science. Such studies are referred to as behavioral studies. These humanistic and behavioral studies differ from the usual study of history, philosophy, psychology, sociology, anthropology, economics, and political science in that they address themselves to the problems of education. The major purpose of such studies is to provide the student with a set of contexts in which educational problems can be understood and interpreted.

The humanistic and behavioral studies require a familiarity with the parent disciplines on which they are based. This familiarity may be acquired as part of the general studies and/or as part of the content for the teaching specialty.

The standard does not imply that instruction in the humanistic and behavioral studies should be organized or structured in a particular way. Instruction in these studies may be offered in such courses as history and/

or philosophy of education, educational sociology, psychology of education or as an integral part of such courses as history, philosophy, psychology, sociology; or as topics in foundation courses, problems in education courses, or in professional block programs; or as independent readings.

Standard: *The professional studies component of each curriculum for prospective teachers includes instruction in the humanistic studies and the behavioral studies.*

2.3.3 Teaching and Learning Theory with Laboratory and Clinical Experience

As distinguished from the Content for the Teaching Specialty and the Humanistic and Behavioral Studies, there is a body of knowledge about teaching and learning that should be the basis for effective performance. Teachers need to understand the theoretical principles that relate their behavior to student learning. For this reason, the study of teaching and learning theory is included as part of the professional studies component. However, like the study of other empirical theory, the study of teaching and learning theory requires laboratory experiences through which the student may conceptualize principles and interpret their application to practical problems. Therefore, "general methods" and "special methods" should be taught as the application of teaching and learning theory.

The study of teaching and learning theory provides the prospective teacher with principles of practice, and laboratory exercises which include field experiences early in the student's program of study illuminate and demonstrate these principles. Clinical experience confronts the student with individual cases or problems, the diagnosis and solution of which involve the application of principles and theory. Certain kinds of problems (such as planning, selection of learning resources, motivation, presentation, diagnosis of learning difficulties, individualization of instruction, classroom management, and evaluation) represent recurring types of classroom situations. Clinical teaching involves the student in the diagnosis and "treatment" of such problems under the guidance of an experienced teacher. Because it is now possible to simulate many of these situations or to display a selection of real problems electronically—and because the prospective teacher's efforts can be recorded, viewed, and reviewed—it is now feasible to give much effective clinical experience outside the school classroom.

Standard: *The professional studies component of each curriculum includes the systematic study of teaching and learning theory with appropriate laboratory and clinical experience.*

2.3.4 Practicum

"Practicum" refers to a period of experience in professional practice during which the student tests and reconstructs the theory which he has evolved and during which he further develops his own teaching style. It provides an opportunity for the student to assume major responsibility for the full range of teaching duties in a real school situation under the guidance of college personnel who are experienced in and have continuing experience with elementary or secondary teaching, and certificated, experienced personnel from the cooperating school. It presupposes the learning experiences included in all other professional studies; it is not a substitute for them. It is a more complete and concrete learning activity than laboratory and clinical experience.

The institution carefully selects the cooperating schools used for practicum and establishes effective working arrangements with these schools.

Practicum in most situations may be called student teaching; in some situations it may be a type of internship.

Standard: *The professional studies component of each curriculum for prospective teachers includes direct, substantial, quality participation in teaching over an extended period of time in an elementary or secondary school. This practicum should be under the supervision of college personnel who are experienced in, and have continuing experience with, elementary or secondary teaching, and certificated, experienced personnel from the cooperating school. Explicit criteria are established and applied for the selection of school supervisors and for the assignment of college personnel.*

2.4 Use of Guidelines Developed by National Learned Societies and Professional Associations

National learned societies and professional associations with special interest in curricula, including those related to multicultural education for the preparation of teachers, have significant contributions for improvement of teacher education programs. On the basis of extensive study and research, some of these organizations have developed guidelines for the preparation of teachers. The teaching faculty responsible for the design of a particular teacher education curriculum is familiar with the recommendations of those professional associations and national learned societies that have a demonstrated interest in the preparation of the kind of teachers for which that curriculum was designed.

A society demonstrates its interest in teacher education by stating among its goals a desire to promote good teacher education, through a history of repeated contributions to the improvement of teacher educa-

tion, and by generating thoughtful recommendations concerning teacher education and subjecting these to scrutiny by experienced educators.

An explicit rationale exists that justifies the selection and implementation of pertinent sets of recommendations for each teacher education program.

Standard: *In planning and developing curricula for teacher education, the institution studies the recommendations of national professional associations and learned societies and adopts a rationale for the selection and implementation of pertinent sets of recommendations for each teacher education program.*

2.5 Student Participation in Program Evaluation and Development

As members of the college community, prospective teachers have the opportunity and responsibility to express their views regarding the improvement of teacher education programs. Through student organizations, through joint student-faculty groups, and/or through membership on faculty committees, students have clear channels and frequent opportunities to express their views with the assurance that their proposals will influence the modification of the teacher education programs offered by the institution. Participation is encouraged by serious consideration of student input. This participation does not imply that students will make decisions as a single group, but as a part of the larger decision-making process.

Standard: *The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation and modification of its teacher education programs.*

3. Faculty for Basic Programs

Teacher education programs require a competent faculty which has systematically developed into a coherent body devoted to the preparation of effective teachers for a multicultural society. The faculty is significantly involved in the evaluation and development of the teacher education programs and is engaged in systematic efforts to improve the quality of instruction provided by the institution. The faculty constantly scrutinizes curricula and makes recommendations in relation to the characteristics and needs of the students enrolled and in relation to the resources required to support the offering of acceptable programs. The following standards deal with significant aspects of faculty competence in relation to the development, execution, and review of teacher education programs, and with conditions for effective faculty performance.

"Faculty for teacher education" as used in Standards 3.1 through 3.5 includes those faculty members responsible for the instruction in humanistic and behavioral studies, in teaching and learning theory with laboratory and clinical experience, and in practicum.

3.1 Competence and Utilization of Faculty

The competence of the faculty is a crucial factor in teacher education, not only for the quality of instruction which is provided, but also for the total atmosphere in which the programs are implemented. Above all, the quality of teacher education programs offered, and the degree to which such quality is maintained, depend primarily on the faculty. The faculty as a whole reflects rich and varied backgrounds appropriate to the programs offered.

The competence of faculty is established on the basis of academic preparation, experience, teaching, and scholarly performance. The standard assumes that advanced graduate work in a well defined field of specialization, taken in a regionally accredited institution or a recognized foreign institution, is the minimal requirement for teaching in a collegiate institution. In certain cases, where the faculty member has not completed the requisite advanced graduate work, competence may be established on the basis of scholarly performance as reflected by publication, research, and/or recognition by professional peers in the faculty member's field of specialization.

An institution capitalizes on the academic and professional strength of its faculty by making assignments which make possible the maximum use of preparation and experience. An institution also relates faculty selection and assignment to faculty performance. The institution's commitment to multicultural education is reflected in its policies for recruiting teacher education faculty.

The standard does not preclude the offering of adequate programs of teacher education with a small faculty, but it does discourage the over-extension of faculty and the use of faculty in areas in which they are not competent. The standard does not require that faculty members be assigned to a particular school or department within the institution.

Standard: *An institution engaged in preparing teachers has full-time faculty members in teacher education whose preparation reflects rich and varied backgrounds appropriate to the programs offered. Each has post-master's degree preparation and/or demonstrated scholarly competence and appropriate specializations. Such specializations make possible competent instruction in the humanistic and behavioral studies, in teaching and learning theory, and in the methods of teaching in each of the specialties for which the institution prepares teachers. There are appropriate specializations to ensure competent supervision of laboratory, clinical, and practicum experiences. Institutional policy will re-*

flect a commitment to multicultural education in the recruitment of full-time faculty members.

3.2 Faculty Involvement with Schools

Faculty members who instruct prospective teachers need frequent contact with school envrionments so that their teaching and research are current and relevant. The commitment of a teacher education faculty is to the needs of the teaching profession as a whole as well as to institutional programs. The elementary and secondary school personnel share with faculty members in colleges and universities a common interest in teacher education. The specialized talent of the teacher education faculty is viewed as a potential resource for providing inservice assistance to the schools in the area served by the institution.

Standard: *The institution designs and implements means whereby teacher education faculty have continuing association and involvement with elementary and secondary schools and school personnel, including some meaningful involvement with the public schools.*

3.3 Conditions for Faculty Service

The institution, recognizing that the faculty is the major determinant of the quality of its teacher education programs, makes provision for the efficient use of faculty competence, time, and energy. Such provisions include policies which establish maximum limits for teaching and supervisory loads, permit adjustments in such loads when nonteaching duties are assigned, and allow time for the faculty members to do the planning involved in carrying out all assigned responsibilities.

Standard: *The institution enforces a policy which limits faculty teaching load and related responsibilities to make possible effective performance.*

3.4 Conditions for Faculty Development

To maintain and improve the quality of its faculty, the institution has a plan for faculty development which provides such opportunities as inservice education, sabbatical leave, travel support, summer leaves, intra-and inter-institutional visitation, and fellowships. The plan includes appropriate opportunities for developing and implementing innovations in multicultural education and for developing new areas of expertise. The load of a faculty member is such that scholarly and professional development can be continued.

The institution recognizes that the quality of its instructional programs can be compromised if faculty members are dissipating their energy on subprofessional tasks. Therefore, provision is made for supporting services (such as those provided by instructional media technicians, laboratory and/or instructional assistants, research assistants, secretaries, and clerks) that permit faculty members to fulfill their instructional and other professional responsibilities at a high level of performance.

Standard: *The institution provides conditions and services essential to continuous development and effective performance of the faculty.*

3.5 Part-Time Faculty

Two kinds of situations support the employment of faculty on a part-time basis. One is the need of the institution for a special competence not represented on the regular staff and not requiring a full-time faculty member. The other is the need for additional service in areas of competence already represented on the full-time staff. However, in the interests of operating acceptable programs, the institution prevents the fragmentation of instruction and the erosion of program quality that can accompany excessive use of part-time faculty. The competence of part-time faculty is indicated by academic preparation, experience, teaching and scholarly performance comparable to that of full-time faculty. The hiring of part-time faculty can provide unique opportunities for the teacher education institution to employ persons from a variety of cultural backgrounds. The institution takes steps to ensure proper assignment of part-time faculty and to provide supervision and support services in keeping with what is provided in the regular or full-time program.

Standard: *Part-time faculty meet the requirements for appointment to the full-time faculty and/or are employed when they can make significant contributions to the teacher education programs.*

4. Students in Basic Programs

Teacher education programs described above require students who have intellectual, emotional, and personal qualifications that promise to result in successful performance in the profession. Attention to the characteristics of students admitted to, retained in, and graduated from teacher education is essential to designing and maintaining acceptable programs. An institution selects and retains qualified students in its programs and eliminates those who are not qualified; provides counseling and advising services; provides opportunities for student participation in the design, approval, evaluation and modification of programs; and evaluates graduates. Policies are designed to encourage the development of a culturally diverse student body.

In certain instances, institutions may wish to recognize the potential existing in students who do not

qualify for admission by the usual criteria by offering special or experimental teacher education programs. In such cases, institutions will explain fully the rationale underlying admission and retention of students in these programs.

4.1 Admission to Basic Programs

Students seeking admission to programs of teacher education may have to meet requirements in addition to those generally prescribed for initial enrollment in the institution. Objective and/or subjective criteria derived from the philosophy and objectives of the teacher education program used to select teacher education candidates should be published.

For innovative and/or experimental teacher programs, institutions should indicate the alternative criteria in the description of these programs.

The institution is obligated to systematically determine the factors related to success in its teacher education programs. Among these factors are skills, understandings, and personal characteristics requisite to teaching.

Standard: *The institution applies specific, published criteria for admission to teacher education programs.*

4.2 Retention of Students in Basic Programs

The nature of the professional studies component in teacher education curricula calls for a high order of academic achievement and growth in professional competence. Grades in course work provide the usual measures of achievement in theoretical work; observations, reports, and other modes of appraisal provide evaluations of laboratory, clinical and practicum experiences. Because there are skills, understandings, and personal characteristics which are requisite to teaching, the institution owes it to the student to determine as objectively and systematically as possible specific strengths and weaknesses as they affect the student's continuation in a teacher education program.

The academic achievement of the teacher is an important indicator of effective teaching, but not the only one. Prospective teachers should demonstrate those academic abilities, personal characteristics, and professional competencies which will contribute to, rather than detract from their performance in the classroom. The institution has the right and the obligation to consider personal factors and professional competence as well as academic achievement as a basis for permitting a student to continue in a teacher education program.

It is the institution's responsibility not only to evaluate teacher education students at specific points in the program for the purpose of determining retention, but also to evaluate students continuously to help them determine their achievement of the competencies necessary to progress through the program.

Standard: *The institution applies clearly-stated evaluative criteria and establishes time frames for the retention of candidates in basic programs. These criteria are reviewed and revised periodically, in the light of data on the teaching performance of graduates, to increase the probability that candidates will become successful teachers.*

4.3 Counseling and Advising for Students in Basic Programs

Students planning to be teachers need counseling and advising services that supplement those regularly provided by the institution. Such services assist students in handling their problems in teacher education programs. Provision is made for follow-up counseling for students screened out of the teacher education program to assist them in redirecting their abilities and skills toward a new educational goal.

Counseling and advising services will include general career counseling in the field of education by helping students understand the wide variety of options available to them in teaching, availability of teaching positions, and the role of professional organizations and agencies. Qualified counselors and advisers, sensitive to the multicultural character of society, assist students in assessing their strengths and weaknesses and in planning their programs of study. As graduates may need the help of the institution in finding appropriate teaching positions, an appropriately-staffed placement service is made available.

Standard: *The institution provides a definitive counseling and advising service for students in teacher education. The service provides for their advisement—from an orientation to teaching through placement in the profession.*

5. Resources and Facilities for Basic Programs

The institution provides an environment which supports the basic teacher programs it offers. This environment includes resources and facilities to support the development of an understanding of and appreciation for the culturally diverse nature of American society. In the standards, certain elements of this environment are selected for fuller explication without presuming to relegate other elements to insignificance and without assuming that those which are selected are of equal importance. The standards treat the importance of the library, the materials and instructional media center, and physical and other resources in relation to the offering of acceptable teacher education programs. The availability and accessibility of these resources and facilities are essential; another essential factor is that the skills necessary for using them are developed. The in-

stitution's resources and facilities are systematically evaluated in relation to the demands made upon it by curricula, faculty, and students.

5.1 Library

The library is viewed as the principal educational materials resource and information storage and retrieval center of an institution. As a principal resource for teaching and learning, the library holdings in teacher education are sufficient in number and quality for the students served and pertinent to the types and levels of programs offered. The acquisition policies should reflect a commitment to multicultural education. The recommendations of faculty members and national professional organizations are seriously considered in maintaining and building the collection. Library service assures both students and faculty members access to the holdings.

Standard: *The library quantitatively and qualitatively supports the instruction, research, and services pertinent to the needs of each teacher education program.*

5.2 Materials and Instructional Media Center

Modern media and materials are essential elements in the communications system of contemporary society. For this reason, teachers need to understand the technologies that make such media and materials usable in their teaching and need to possess skills in using them. As a means to assist prospective teachers in developing these understandings and skills, the institution makes available and accessible to students and faculty members appropriate teaching-learning materials and instructional media that reflect cultural diversity in American society. A program for the preparation of teachers includes the use of teaching-learning materials and instructional media in two important ways: prospective teachers are instructed in how to devise and use modern technologies in their teaching, and modern technologies are utilized by the faculty in teaching students.

In maintaining and developing the collection of such materials and media, the institution gives serious consideration to the recommendations of faculty members and appropriate national professional organizations.

Standard: *A materials and instructional media center for teacher education is maintained either as a part of the library, or as one or more separate units, and supports the teacher education program.*

5.3 Physical Facilities and Other Resources

Basic teacher education programs draw on the full range of on-campus, off-campus, and community resources to support instruction and research. Assuming that the other aspects of an institution's teacher education programs are acceptable, the adequacy of the physical facilities, equipment, and special resources is judged in terms of the operational requirements of the basic programs offered. Such facilities and resources are readily accessible so that faculty and students may effectively pursue instructional objectives.

Standard: *The institution provides physical facilities and other resources essential to the instructional and research activities of each basic program.*

6. Evaluation, Program Review, and Planning

Maintenance of acceptable teacher education programs demands a continuous process of evaluation of the graduates of existing programs, modification of existing programs, and long-range planning. The faculty and administrators in teacher education evaluate the results of their programs not only through the assessment of graduates but also by seeking reactions from persons involved with the certification, employment, and supervision of its graduates. The findings of such evaluation are used in program modification. In its plan for total institutional development, the institution projects plans for long-range development of teacher education.

6.1 Evaluation of Graduates

Criteria for admission and retention provide some assurance that students of promise and ability enter and continue in teacher education programs. Such criteria do not ensure that students of promise and ability enter and continue in teacher education programs. Such criteria do not ensure that students of promise and ability will complete the programs, nor that they will enter the teaching profession, nor that they will perform satisfactorily after becoming teachers. The ultimate criterion for judging a teacher education program is whether it produces competent graduates who enter the profession and perform effectively. An institution committed to the preparation of teachers keeps abreast of new developments in the evaluation of teacher education personnel and engages in systematic efforts to evaluate the quality of its graduates and those persons recommended for professional certification. The institution systematically evaluates the teachers it educates when they complete their programs of study and after they enter the teaching profession, and uses the results of its evaluation in the modification and improvement of its programs.

Standard: *The institution keeps abreast of emerging evaluation techniques and engages in systematic efforts to evaluate the quality of its graduates upon completion of their programs of study and after they enter the teaching profession. This evaluation includes evidence of their performance in relation to program objectives.*

6.2 Evaluation of Results to Improve Basic Programs

The institution evaluates its programs to provide information to identify areas that need strengthening and to suggest new directions for program modification. The results of the evaluations made by the institution are reflected in modifications in the preparation programs.

Standard: *The institution regularly evaluates its teacher education programs and uses the results of its evaluation in the modification and improvement of those programs.*

6.3 Long-Range Planning

The institution conducts a needs assessment and plans for future development which provides a basis for making decisions in such matters as increasing or limiting enrollment, introducing new programs, expanding and strengthening existing programs, or entering the field of graduate education. Effective long-range planning presupposes that the institution periodically engages in study and research to ascertain whether its present policies and practices are an effective means for accomplishing its purposes and give direction for determining the future mission of teacher education. The institutional community will participate in conducting such studies and in projecting plans for the long-range development of teacher education. In addition the long-range plan of the institution reflects a commitment to multicultural education.

Standard: *The institution has plans for the long-range development of teacher education; these plans are part of a design for total institutional development.*

G-1. Governance of Advanced Programs

The quality of the graduate programs depends on the quality of the faculty and students as well as on the content and design of the several curricula. It follows that the institution needs a structure by which the faculty can control every phase of the advanced programs. Procedures for admitting students, planning programs, adding new courses, hiring staff, and determining requirements for degrees are carefully organized and systematized, and faculty members are involved in the formation and execution of both policy and procedures.

Schools or departments of education are sometimes expected to provide training for teachers and other professional school personnel through courses, seminars, and workshops that are offered primarily at the convenience of school personnel in the field. Frequently this training is applied toward meeting the requirements of a graduate certificate or degree. The institution ensures that such courses, seminars, and workshops—regardless of the location and time at which the instruction takes place—are taught by qualified faculty members and supported by essential learning resources. In addition, the institution ensures that the requirements for earning credit are comparable to those made in regular graduate offerings.

Standard: *The primary responsibility for initiation, development, and implementation of advanced programs lies with the education faculty.*

G-2. Curricula for Advanced Programs

Curricula for advanced programs are designed to achieve explicitly stated objectives. These objectives reflect the results of research and the considered judgments of the graduate education faculty and staff, students, graduates of the programs, the profession as a whole, and national professional associations concerning the goals of education in our society. The curricula are periodically revised in the light of evaluation reports on the professional performance of recent graduates of the program.

Many different programs could be devised that result in the achievement of the objectives by the candidates. Within the general guidelines outlined in these Standards, the institution can adopt programs which, in its judgment, will achieve the objectives it has adopted. The satisfactory completion of the studies prescribed for a curriculum culminates in an appropriate certificate or degree.

Colleges and universities are responding to current pressing social needs by developing new kinds of programs for the preparation of professional school personnel at the graduate level. These programs, often special or experimental in nature, are subject to the same scrutiny as are the other advanced programs offered by the institution. In some instances the standards, as organized, may not provide the best vehicle for assessing such programs. In these cases, the institution is invited to present its experimental or special programs separately as noted in the Introduction.

As used in these standards, "other professional school personnel" refers to such personnel as superintendents, principals, curriculum specialists, supervisors, and counselors. An "advanced program" refers to a graduate program for the advanced preparation of other professional school personnel, and includes curriculum, teaching, learning, and supporting resources for the teaching and learning process.

"Curriculum" includes the courses, seminars, readings, direct and simulated experiences in professional practice (laboratory, clinical, practicum, assistantship, internship, etc.), and research, as categorized in Standards G-2.1, G-2.2, and G-2.3. "Program of study" refers to the sequence of courses, seminars, readings, and the direct and simulated experiences in professional practice selected for each graduate student enrolled in an advanced program.

G-2.1 Design of Curricula

Curricula for the advanced preparation of teachers and for the preparation of other professional school personnel are composed of several components combined in patterns designed to achieve the objectives specified. Each component is included because it contributes to the acquisition of the objectives by the candidates. The institution is able to state the assumptions underlying the contribution of any particular component.

Standard: *Curricula for advanced programs are based on specified objectives that reflect the institution's conception of the professional roles for which the preparation programs are designed. There is a direct and obvious relationship between these objectives and the components of the respective curricula.*

G-2.1.1 Multicultural Education

Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings. Thus, multicultural education is viewed as an intervention and as an on-going assessment process to help institutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society.

Provision should be made for instruction in multicultural education in advanced programs. Multicultural education should receive attention in courses, seminars, directed readings, laboratory and clinical experiences, practicum, and other types of field experiences.

Multicultural education could include but not be limited to experiences which: (1) promote analytical and evaluative abilities to confront issues such as participatory democracy, racism and sexism, and the parity of power; (2) develop skills for values clarification including the study of the manifest and latent transmission of values; (3) examine the dynamics of diverse cultures and the implications for developing professional education strategies; and (4) develop appropriate professional education strategies.

Standard: *The institution gives evidence of planning to provide for multicultural education in its advanced curricula—in the content for the specialty, the humanistic and behavioral studies, the theory relevant to the specialty, with direct and simulated experiences in professional practice, as defined in Standard G-2.2.*

G-2.2 Content of Curricula

Curricula for advanced programs are designed to prepare personnel for different types of school positions and at different degree levels. For this reason, components that are common to such curricula are identified only in terms of general categories of learning experiences as follows: content for the specialty, humanistic and behavioral studies, theory relevant to the specialty with direct and simulated experiences in professional practice, and research. The identification of these categories does not preclude the patterning of programs of study to meet the needs of individual students. The individualization of programs of study is treated in another standard.

The "content for the specialty" component for teachers includes advanced study in the subject matter to be taught and in allied fields. For other professional school personnel, this component includes studies in the specialization area and in allied fields.

The "humanistic and behavioral studies" in all advanced curricula include studies that have, as their major purpose, providing the student with a set of contexts in which educational problems can be understood and interpreted at a level beyond that required for the initial preparation of teachers. As in basic programs, the problems of education can be studied with respect to their historical development and the philosophical issues to which they are related, and they can also be studied with respect to the findings and methods of behavioral and social sciences. These humanistic and behavioral studies are unique in that they address themselves to the problems of education. The standard does not imply that instruction in the humanistic and behavioral studies should be organized or structured in a particular way. Instruction in these studies may be offered in such courses and seminars as history and/or philosophy of education, educational sociology, psychology of education; or as an integral part of such courses and seminars as history, philosophy, psychology, sociology; or as topics in foundation courses and seminars; or as independent readings or research. In some cases, these studies may be part of the content of the specialty.

The "theory with practice" component for teachers includes advanced studies that draw on the body of knowledge about teaching and learning theory. For other professional school personnel, this component includes studies in theory relevant to the particular professional role for which candidates are preparing. Such studies are included so that school personnel can understand the theoretical principles which relate teacher behavior to student learning. However, like the study of other empirical theory, the study of "theory relevant to the specialty" requires related experiences in professional practice through which the student may conceptualize principles and interpret their application to practical problems, and through which the student develops further his or her style in professional practice.

Standard: *The curriculum of each advanced program includes (a) content for the specialty, (b) humanistic and behavioral studies, (c) theory relevant to the specialty with direct and simulated experiences in professional practice, all appropriate to the professional roles for which candidates are being prepared and all differentiated by degree or certificate level.*

G-2.3 Research in Advanced Curricula

Research in any discipline or field constitutes an organized effort to solve problems, to advance knowledge, and to test theories. Teachers and other professional school personnel need to have continuous access to research findings, to know how to understand and evaluate them, and to demonstrate skill in adapting them to professional needs. Training in research methods, interpretation, evaluation, and application varies with the degree offered and with the demands of the professional role for which the candidate is preparing.

Standard: *Each advanced curriculum includes the study of research methods and findings; each doctoral curriculum includes study in the designing and conducting of research.*

G-2.4 Use of Guidelines Developed by National Learned Societies and Professional Associations

National learned societies and professional associations with special interest in curricula, including those in multicultural education for the preparation of school personnel, have significant contributions to make to the improvement of advanced programs. On the basis of extensive study and research, some of these organizations have developed guidelines for the advanced preparation of teachers and other school personnel. The faculty responsible for a particular advanced program is familiar with the recommendations of those professional associations and national learned societies that have demonstrated interest in the kind of teachers or school personnel for which that program was designed.

A society demonstrates its interest in curricula for the preparation of school personnel by stating among its goals a desire to improve the education of school personnel, through a history of repeated contributions to the improvement of education and management in the school, and by generating thoughtful recommendations concerning the advanced education of teachers and other school personnel.

An explicit rationale exists that justifies the selection and implementation of pertinent sets of recommendations relevant to advanced education of teachers and other school personnel.

Standard: *In planning and developing curricula for its advanced programs, the institution studies the recommendations of professional associations and national learned societies and adopts a rationale for the selection and implementation of pertinent sets of recommendations for each advanced program in teacher education.*

G-2.5 Student Participation in Program Evaluation and Development

As members of the higher education community, graduate students in the advanced programs have the opportunity and responsibility to express their views regarding the improvement of the respective preparation programs in which they are enrolled. Through student organizations, through joint student-faculty groups, and/or through membership on faculty committees, students have clear channels and frequent opportunities to express their views with the assurance that their proposals will influence the development of the advanced programs offered by the institution. Participation is encouraged by serious consideration of student input. This participation does not imply that graduate students will make decisions as a single group but as part of the larger decision-making process.

Standard: *The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation and modification of its advanced programs.*

G-2.6 Individualization of Programs of Study

Curricula for advanced programs are individualized —that is, they are translated into programs of study which meet the particular needs of each student. This means that, while the programs of study for all students in a particular advanced program have common elements, the mix of these elements will vary for individual programs of study. To capitalize upon the strengths students bring to the program, to provide opportunities for expression of personal and professional interests, and to make available means whereby each student may improve in areas of weakness, demands great flexibility in planning programs of study.

Standard: *Each advanced curriculum provides for the individualization of students' programs of study.*

G-2.7 Quality Controls

The institution provides the faculty competence and the physical resources that are needed to support its graduate curricula. In addition, it creates conditions under which the graduate curricula can be effectively implemented. In the three standards which follow, certain quality controls are selected for fuller explication without presuming these controls to be the only important ones. They are the institution's policies for determining which courses and seminars are counted for graduate credit in programs of study, its policies for offering certain courses and seminars at the graduate level, and its requirements for full-time residence study.

G-2.7.1 Graduate Credit

Advanced programs require a level of study and performance beyond that required for the beginning professional. For this reason, the institution establishes clear policies regarding work prerequisite to graduate credit for courses, seminars, readings, and/or other learning experiences which are included in students' programs of study.

Standard: *Institutional policies preclude the granting of graduate credit for study which is remedial or which is designed to remove deficiencies in meeting the requirements for admission to advanced programs.*

G-2.7.2 Graduate Level Courses

The character of advanced programs is influenced by the mature status and the professional motivation of graduate students. While there may be good reasons for admitting undergraduate students to some graduate courses, it is assumed that for substantial periods of time in advanced programs, students are in instructional groups in which only graduate students are enrolled.

Standard: *At least one-half of the requirements of curricula leading to a master's degree and to a sixth-year certificate or degree are met by courses, seminars, and other learning experiences offered only to graduate students; at least two-thirds of the requirements of curricula leading to the doctorate are met by courses, seminars, and other learning experiences offered only to graduate students.*

G-2.7.3 Residence Study

One of the desirable characteristics of advanced study is that students learn from each other and through close association with the faculty in a climate that stimulates research and scholarly effort. Essential to this climate is a schedule that makes available to each scholar sufficient uncommitted time so that his or her creative faculties can flourish. Normally such conditions will only be realized for students who live on or near the campus, and who devote a large fraction of their time to study and research for an uninterrupted period of time. It is recognized, however, that some individuals are capable of engaging successfully in two or more activities in parallel. (These considerations are clearly more important for doctoral candidates than for those pursuing degrees at lower levels.)

The programs at the graduate level are designed so that opportunities for interactions among students with similar interests, and between students and faculty, occur frequently. Students are actively engaged in course work on the campus, including both professional courses and cognate studies, and in other kinds of planned educational experiences. There is an emphasis on research in the later years of the program; library materials and other learning resources adequate to support graduate research are readily available on the campus. All of these activities are monitored continuously and their effectiveness in contributing to program objectives is evaluated periodically.

Standard: *A full-time continuous residency or an alternate planned experience is required for candidates pursuing the specialist and doctoral degrees. An institution providing alternate experiences to full-time residence study defines the requirement and demonstrates how its overall graduate programs provide those planned learning experiences commonly associated with residency requirements for the specialist and doctoral degrees.*

G-3. Faculty for Advanced Programs

The specialized nature of the content of advanced programs requires a faculty with a high degree of specialization and competence. The competence of faculty as evidenced by their formal preparation and by their commitment to scholarship, research, and professional practice, is critical to the quality of instruction offered. Institutional policy will reflect a commitment to multicultural education in the recruitment of graduate faculty. The following standards deal with aspects of faculty competence in relation to the development, execution, and review of the advanced programs, and with conditions conducive to effective faculty performance. "Faculty for advanced programs" is defined to include those members of the faculty who carry responsibilities for instruction, advisement, supervision, and research in the graduate programs for the advanced preparation of teachers and other professional school personnel for a multicultural society.

G-3.1 Preparation of Faculty

The academic preparation of faculty members is one indicator of their competence. The doctor's degree in a well-defined field of specialization, earned in a regionally-accredited institution or a recognized foreign institution, is the minimal requirement for offering graduate instruction in advanced programs. Exceptions to that principle are made only in unusual cases when the faculty member—by virtue of publication, research, or professional recognition—has demonstrated his competence for independent scholarly activity.

Competence of faculty members is also determined by their scholarly performance and their experience in professional practice. Faculty members are expected to display a high order of active scholarship, to have done original research, and to have appropriate ex-

perience in professional practice to support the respective advanced programs.

Standard: *Faculty members teaching at the master's level in advanced programs hold the doctorate with advanced study in each field of specialization in which they are teaching, or have demonstrated competence in such fields; those teaching at the sixth-year and doctoral levels hold the doctorate with study in each field of specialization in which they are teaching and conducting research. Faculty members who conduct the advanced programs at all degree levels are engaged in scholarly activity that supports their fields of specialization and have experience which relates directly to their respective fields.*

G-3.2 Composition of Faculty for Doctoral Degree Programs

The adequacy of faculty for advanced programs is determined not only by their academic preparation, experience, and scholarly performance, but also by the distribution of their specializations and by the number of faculty members available for the tasks to be done. This is particularly true for faculty for doctoral programs. A doctoral program requires a faculty that includes specialists for each field of specialization, and in addition, at least three specialists in fields which directly support each degree program.

Standard: *The faculty for each advanced program leading to the doctorate includes at least one full-time person who holds the doctorate with specialization in the field in which the degree is offered, and at least three persons who hold the doctorate in fields which directly support each degree program.*

G-3.3 Conditions for Faculty Service

Performance of the faculty is the major determinant of the quality of advanced programs. Conditions that make possible a high level of performance include reasonable faculty load.

Faculty load policies limit responsibilities assigned to a graduate faculty member, including the planning and teaching of courses and seminars, advisement of students, supervision of experiences in professional practice and of dissertations, research activities, participation in program development, and activities requisite to professional development. The instructional policies establish a maximum limit for faculty teaching loads. This limit is lower than that established for the loads of undergraduate faculty. These policies take into account the special demands that are made on faculty who carry responsibilities for doctoral programs. Time is allocated in the load of a faculty member for scholarly development and service.

Standard: *The institution enforces a policy which limits faculty teaching load and related assignments to make possible effective performance and time for scholarly development and community service.*

G-3.4 Conditions for Faculty Development

For effective instruction and to promote continued growth of qualified faculty, the institution provides time and some financial support to enable faculty members to engage in research. Faculty in advanced programs engage in research to contribute to the solution of educational problems, to expand the field of knowledge in education, and to provide a model for student learning.

To maintain and to improve the quality of its faculty, the institution has a plan for faculty development which provides opportunities for in-service education, sabbatical leave, travel support, summer leaves, intra- and inter-institutional visitation, and fellowships. The plan includes opportunities for developing and implementing innovations in multicultural education and for developing new areas of expertise. In addition, the load of a faculty member is such that scholarly and professional development can be continued.

The institution recognizes that the quality of its instructional programs can be compromised if faculty members dissipate their energy in subprofessional tasks. Therefore, provision is made for supporting services (such as those provided by instructional media technicians, instructional assistants, research assistants, project assistants, secretaries and clerks) that permit faculty members to fulfill their instructional, research, and other responsibilities at a high level of performance.

Standard: *The institution provides conditions and services essential to the effective performance by the faculty in the advanced programs.*

G-3.5 Part-Time Faculty

Successful professionals outside the institution often can add strength to advanced programs and frequently the demand for a particular course is too small to warrant the employment of a full-time faculty member. The standard does not specify an acceptable ratio of part-time to full-time faculty. However, in the interests of operating acceptable graduate programs, the institution prevents the fragmentation of instruction and the erosion of program quality that can accompany excessive use of part-time faculty.

The institution takes steps to ensure proper assignment of part-time faculty and to provide supervision and support services proportionately with that provided in the standard.

Standard: *Part-time faculty meet the requirements for appointment to the full-time faculty and/or are employed on a proportionate basis when they can make significant contributions to advanced programs.*

G-4. Students in Advanced Programs

Graduate programs for the advanced preparation of teachers and for the preparation of other professional school personnel require students of promise and ability whose success in professional practice can be reasonably predicted. The quality of the advanced programs is significantly influenced by the quality of students admitted because of the greater dependence on individual scholarship required by study at the graduate level. Attention to the characteristics of students admitted to, retained in, and graduated from advanced programs is essential to designing and maintaining acceptable programs. An institution applies criteria for admission to, and retention in, its advanced programs. It provides for supervision of students' programs of study, and it evaluates graduates. Policies are designed to encourage the development of a culturally diverse student body.

G-4.1 Admission to Advanced Programs

Students enter advanced programs at various points in their careers and with a variety of academic backgrounds. Moreover, different fields of specialization require different abilities. Some are more theoretical than others; some place more emphasis on personal relations than do others. Thus, there can be no single set of admission requirements for all programs. The institution, nevertheless, may establish and apply a number of criteria for admitting students to each advanced program and to each program level (master's, sixth-year, doctoral). These criteria, both objective and subjective, reflect a rational process for selecting students whose success in the respective specialties can be reasonably predicted. Institutional policy will reflect a commitment to multicultural education in the recruitment of graduate students.

Standard: *The institution applies published specific criteria for admission to each advanced program at each level.*

G-4.2 Retention of Students in Advanced Programs

The maintenance of acceptable advanced programs demands that the institution establish and apply criteria for the continuous screening of those students who have been admitted. The profession requires that the practitioner demonstrate academic and technical competence as well as those personal characteristics which are appropriate to the requirements of the school position for which he is preparing.

Because the failing grade in graduate courses is rarely given, "satisfactory progress" frequently has to be judged by subjective criteria. However, subjective judgments are inadequate unless the institution first has ways of formally collecting and evaluating these judgments, and then of translating them into a decision on the student's status.

Standard: *The institution applies clearly-stated evaluative criteria and establishes time frames for the retention of candidates in advanced programs. These criteria are reviewed and revised periodically in the light of data on the performance of graduates, to increase the probability that candidates will be successful in the professional roles for which they are being prepared.*

G-4.3 Planning and Supervision of Students' Programs of Study

The same considerations that make admission to an advanced program a highly individualized matter also operate in the planning and supervision of each graduate student's program of study. Planning of each program of study is done jointly by the student concerned and by an officially designated faculty advisor. Responsibility for sponsoring each thesis, dissertation, or field study is assigned to an official advisor who is a member of the faculty conducting the advanced programs and whose specialization is appropriate to the thesis, dissertation, or field study topic. Both students and faculty members have a choice in the assignment of advisors. The intent of this standard is to prevent perfunctory program planning while protecting the flexibility needed for individualizing programs of study.

Standard: *The program of study for each student in the advanced programs is jointly planned by the student and a member of the faculty; the program of study for each doctoral candidate is approved by a faculty committee; the sponsorship of each thesis, dissertation, or field study is the responsibility of a member of the faculty with specialization in the area of the thesis, dissertation, or field study.*

G-5. Resources and Facilities for Advanced Programs

The institution provides resources and physical facilities which support the advanced programs it offers. Library holdings, instructional materials, a media center, a research center, computer services, and a database system are illustrative of such resources. The adequacy of these resources and facilities is systematically evaluated in relation to the demands made upon them by advanced curricula, faculty, and students.

Advanced programs make greater demands on institutional resources than do undergraduate programs.

This is especially so for doctoral programs. Institutions offering or proposing to offer advanced programs should demonstrate that the resources are available for these programs without impairing the quality of the undergraduate programs in the same institution.

G-5.1 Library

The adequacy of library holdings is a major factor in establishing the quality of advanced programs. As the principal educational materials resource and the information storage retrieval center of an institution, the library holdings are adequate for the numbers of students and faculty to be served, and pertinent to the kind and level of graduate programs offered. The operation of advanced programs requires library resources substantially larger than those required for basic programs. The library resources required for doctoral programs vary widely but, in any case, are substantial, and exceed considerably those for Master's programs.

The recommendations of faculty members and professional organizations are given serious consideration in maintaining and building the collection. Adequate library service is provided to assure that students and faculty members have access to the holdings.

Standard: *The library provides resources that quantitatively and qualitatively support instruction, independent study, and research required for each advanced program.*

G-5.2 Materials and Instructional Media Center

Advanced programs call for a greater number and variety of instructional materials and media than basic programs. In maintaining and developing the collection of such materials and media, the institution considers seriously the recommendations of faculty members, students, and appropriate national professional organizations.

A program for graduate students includes the development of advanced knowledge of and skills in the use, research, and the evaluation of present and emerging technological aids for instruction. Students incorporate learning theories and are innovative in devising instructional strategies. Graduate faculty and students are provided numerous opportunities to share their findings.

Standard: *A materials and instructional media center is maintained either as a part of the library, or as one or more separate units, and supports the advanced programs.*

G-5.3 Physical Facilities and Other Resources

Advanced programs draw on the full range of institutional resources to support instruction and research. The extent to which physical facilities, equipment, and specialized resources are required for graduate study depends on the particular program. Such facilities and resources are readily accessible so that faculty and students may effectively pursue instructional objectives.

Standard: *The institution provides physical facilities and other resources essential to the instructional and research activities of each advanced program.*

G-6. Evaluation, Program Review, and Planning

Maintenance of acceptable programs for the advanced preparation of teachers and for the preparation of other professional school personnel requires the systematic evaluation of the quality of the professionals who complete the programs, modification of existing programs, and long-range planning. The relationship between effectiveness of preparation and quality of effort in the profession may be difficult to assess, but without continuing and conscientious effort, planning for and making improvements have little solid basis. The development of effective processes for evaluation, the impact of the evaluation results on the curricula of the advanced programs, and systematic planning for the future are all critical elements for assessing the quality of advanced programs in terms of the objectives sought. Accordingly, the institution engages in the continuous review of program objectives through the interrelation of the curricula, faculty, students, professional organizations, and the resources available for the tasks.

G-6.1 Evaluation of Graduates

Criteria for admission to, and retention in, advanced programs provide some assurance that students of promise and ability enter and continue in programs offered. Such criteria do not ensure that candidates of promise and ability will complete the programs, nor that they will enter school positions for which they have been prepared, nor that they will perform satisfactorily after assuming their professional roles. The ultimate criterion for judging advanced programs is whether they produce graduates who enter the profession and perform effectively.

An institution committed to the continuing in-service preparation of teachers and other school service personnel keeps abreast of trends in the evaluation of school personnel and engages in systematic efforts to evaluate the quality of graduates from all advanced programs. The institution systematically evaluates its graduates when they complete their programs of study and after they enter their professional roles, and uses the

results of its evaluation in the modification and improvement of its programs. Any effort to assess the quality of graduates requires that evaluations be made in relation to the objectives sought. Therefore, an institution uses the stated objectives of a particular advanced program as a basis for evaluating the graduates of that program.

Standard: *The institution keeps abreast of emerging evaluation techniques and engages in systematic efforts to evaluate the quality of its graduates upon completion of their programs of study and after they enter their professional roles. This evaluation includes evidence of their performance in relation to program objectives.*

G-6.2 Evaluation Results to Improve Advanced Programs

The institution evaluates its advanced programs for teachers and other professional school personnel to provide information which identifies areas in the advanced programs that need strengthening and information which suggests new directions for program modification. The results of the evaluations made by the institution are reflected in modifications in the advanced programs.

Standard: *The institution regularly evaluates its graduate programs for teachers and school service personnel and uses the results of its evaluation in the modification and improvement of those advanced programs.*

G-6.3 Long-Range Planning

The institution conducts a needs assessment and plans for future development which provides a basis for making decisions in such matters as increasing or limiting enrollment, expanding and/or upgrading present programs, discontinuing programs, or introducing new programs. Effective long-range planning presupposes that an institution periodically re-evaluates program objectives in relation to societal changes, and that it engages in study and research to ascertain whether its present policies and practices are an effective means for accomplishing its purposes. The institutional community participates in conducting such studies and in projecting the long-range plans for advanced programs. In addition, the long-range plan of the institution reflects a commitment to multicultural education.

Standard: *The institution has plans for the long-range development of its advanced programs; these plans are part of a design for total institutional development.*

CONSTITUENT ORGANIZATIONS
OF THE
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D.C. 20036

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Council of Chief State School Officers, 1201 - 16th Street, N.W., Washington, D.C. 20036

National Association of School Psychologists, Suite 331, 1511 K Street, N.W., Washington, D.C. 20005

National Association of State Directors of Teacher Education and Certification, c/o William P. Viall, Western Michigan University, Kalamazoo, Michigan 49001

National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091

National Education Association, Instruction and Professional Development, 1201 - 16th Street, N.W., Washington, D.C. 20036

National School Boards Association, 1120 Connecticut Av., N.W., Washington, D.C. 20036

Student National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036

ASSOCIATE ORGANIZATIONS

American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia, 22209

Association for Educational Communications & Technology, 1126 Sixteenth Street, N.W., Washington, D.C. 2003

Association of Teacher Educators, Suite 1201, 1701 K Street, N.W., Washington, D.C. 20006

National Council for the Social Studies, Suite 406, 2030 M Street, N.W., Washington, D.C. 20036